Making an impact: measuring universities’ contribution to the Sustainable Development Goals

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Vertigo Ventures Background

• Founded in 2009 to embed impact reporting for a sustainable world.

• Work with leading research organisations globally to help them identify, capture and report the impact of their work

• VV provides a range of services such as impact training and workshops, consultancy services, and, its unique proprietary software VV-Impact Tracker

• VV has delivered impact training/consultancy to 40+ research organisations

• VV-Impact Tracker released in 2014 and is being used by 30 universities around UK, Australia and Hong Kong, with approximately 5,000+ academic users. It has proved very popular among academics and universities for development/management of Impact Case Studies in particular.

• VV is currently:
  – Training 150+ academics/month (Pro VCs, Research Managers, Associate Deans, RDSO)
  – On-boarding universities at the rate of 1+ university / month
  – Delivering own content at VV hosted events
  – Running an free monthly webinar program
  – Distributing weekly Impact newsletter to 2,000+ subscribers
Understanding universities across the world

Young Universities

Reputation

Geographical
• Asia
• Europe
• Latin America
• Emerging Economies
• Asia Pacific
• Arab World

Subjects
• Arts and Humanities
• Social Sciences
• Business and Economics
• Clinical and Medical
• Life Sciences
• Physical Sciences
• Engineering
• Computer Sciences
• Psychology
• Law
• Education

Impact and Innovation
April 2019
Vision

• Show how the Higher Education sector is working towards the UN Sustainable Development Goals

• The Impact and Innovation Ranking is an opportunity to shine on aspects not covered in other rankings

• Expect growth and development of the Impact & Innovation Ranking approach
What are the Sustainable Development Goals (SDGs)

• Came into force 1-January 2016

• Globally recognized, apply to all

• 15 year target

• “For the goals to be reached, everyone needs to do their part: governments, the private sector, civil society and people like you.”

• Countries are reporting on their progress against them each year
Which of the following SDGs are the most relevant to universities?
Building a ranking – from THE’s side: theory of change

• We believe there are three key ways universities contribute to society
  • Research – creating knowledge to address the world’s problems
  • Stewardship – managing resources, teaching well, the ‘good’ university
  • Outreach – directly acting in society

• We have built our metrics around this theory
Building a ranking – from THE’s side

- THE collects data for 11 SDGs in the first year.
- Each SDG has a number of metrics associated with it.
- Universities may submit data to as many of the SDGs as they wish (minimum of 4).
- This will always include 17 – Partnerships for the Goals.
Building a ranking – from THE’s side

• We invite universities to submit data to the sub-set of SDGs where they have evidence and they fit with local priorities.
  • Minimum of 4 SDGs, with one being Goal 17.

• For each SDG there will be some data that is collected from universities, and some that is provided by Elsevier

• THE will use the data to produce:
  • Overall ranking of universities based on best 4 SDGs per university
  • Individual rankings of SDGs

• Results shared at KAIST Summit 2-4\textsuperscript{th} April 2019
How to participate
How to participate and eligibility

• Firstly ensure that you have log on details for the THE Portal:
  • Contact innovation@timeshighereducation.com

• Main rules:
  • Teaches undergraduates
  • Accredited

• But we will accept data from outside this group – may not be eligible for the rankings.

• Time period for the data: January 2017-December 2017

• Full methodology will be available for you from the THE Portal.
Important considerations

• We may not use data we collect in the final ranking
  • Quality
  • Variation

• We want to reward visibility where appropriate
  • Supports external verification of evidence
  • Evidence submitted by link (preferred) or email

• Not all pick list values will be equally weighted
What will we be measuring?
What will we be measuring?

- We will be collecting data around 11 of the SDGs
- Remember you don’t need to supply data for all of them!
How have we gone from an SDG to a metric?
Ensure healthy lives and promote well-being for all at all ages
## Metrics

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<td>3.ii</td>
<td>Number graduating in health professions</td>
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<td>University</td>
<td>Outreach</td>
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<td>3.iii</td>
<td>Health impact</td>
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### Research

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- Maternal mortality
- HIV
- Tuberculosis
- Malaria
- Hepatitis B
- Tropical diseases
- Cardiovascular disease, cancer, diabetes or chronic respiratory disease
- Mental Health

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**All areas specifically identified in the SDG Targets**
### Number graduating in health professions

**3.ii**

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<td>3.ii Number graduating in health professions</td>
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<td>University</td>
<td>Outreach</td>
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**Objective:** Show how universities are contributing to the education of health professionals

**Definition:** proportion of graduates in health professions

**Data sources:**
- number of graduates in most recent year
- number of graduates in health professions in most recent year

Possible degree areas: General Medicine, Dentistry, Midwifery, Radiography, Nursing, Pharmacy, Physiotherapy, Optometry, Public Health, Mental health (including psychology)
Health impact

a) Have current collaborations with local or global health institutions to improve health & wellbeing outcomes
   – Local collaborations
   – National collaborations
   – Global collaborations

b) Deliver outreach programmes and projects in the local community (which can include student volunteering programmes) to improve or promote health & wellbeing including hygiene, nutrition, family planning, sports, exercise, aging well, and other health and wellbeing related topics
   – Ad hoc
   – As part of an ongoing programme

c) Share sports facilities with the local community, for instance with local schools or with the general public
   – With free access
   – With charged access

d) Provide students access to free sexual and reproductive health-care services including information and education services

e) Provide students and staff with access to free mental health support
Ensure inclusive and quality education for all and promote lifelong learning
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<td>Number of graduates with primary school teaching qualifications</td>
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<td>Lifelong learning measures</td>
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<td>4.iv</td>
<td>Proportion of 1st generation students</td>
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<td>Outreach</td>
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Lifelong learning measures

a) Provide access to educational resources for those not studying at the university – e.g., computers, library, online courses, access to lectures, etc
   – Free access
   – Charged access

b) Host events on campus that are open to the general public –
   – public lectures, community educational events
   – executive education programmes & capacity-building for business & government, vocational training
   – Both on an ad hoc or programmed basis

c) Undertake educational outreach activities (e.g., tailored lectures or demonstrations) beyond campus – e.g., in local schools, in the community, including voluntary student-run schemes
   – On an ad hoc basis
   – As part of an ongoing planned programme

d) Have a policy that ensures that access to these activities is accessible to all, regardless of ethnicity, religion, disability or gender
   – Provide the date the policy was created and last reviewed
## Proportion of 1st generation students

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<td>Proportion of 1st generation students</td>
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**Objective:** Demonstrate that universities are able to provide education for disadvantaged groups – no group should be left behind.

**Definition:** proportion of first generation students

**Data sources:**
- number of students starting a first degree in most recent year
- number of first generation students starting a first degree in most recent year

A first generation student is one who does not have an immediate family member who attended university.
Achieve gender equality and empower all women and girls
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<td>5.iii Access measures</td>
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<td>5.iv Proportion of women in senior positions</td>
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<td>5.v Admissions gender mix</td>
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<td>5.vi Policies</td>
<td>Pick list</td>
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Access measures

a) Systematically measure/track women’s application rate, acceptance/entry rate and study completion rate at the university
b) Use evidence of region-specific challenges that lead to unequal participation in higher education to inform its policy decisions
c) Have a policy (e.g. an Access and Participation plan) addressing women’s applications, acceptance/entry, and participation at the university (Provide date policy created and last reviewed)
d) Provide women’s access schemes (e.g. mentoring, scholarships, or targeted support)
   - Mentoring
   - Scholarships
   - Other targeted support
e) Encourage applications by women in subjects where they are underrepresented
   - Through university outreach
   - Through collaboration with other universities and/or community groups and/or government and/or NGOs in regional or national campaigns
Positive policies

a) Policy of non-discrimination against women (Provide date policy created and last reviewed)
b) Policy of non-discrimination for transgender people (Provide date policy created and last reviewed)
c) Maternity and paternity policies that support women’s participation (Provide date policy created and last reviewed)
d) Accessible childcare facilities for students which allow recent mothers to attend university courses
   - Free
   - Paid
e) Childcare facilities for staff and faculty
   - Free
   - Paid
f) Women’s mentoring schemes, in which at least 10% of female students participate
g) Measurement/tracking of women’s likelihood of graduating compared to men’s, and schemes in place to close any gap
h) Policy that protects those reporting discrimination from educational or employment disadvantage (Provide date policy created and last reviewed)
Promote inclusive and sustainable economic growth, employment and decent work for all
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<td>8.ii Employment practice</td>
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<td>8.iii Inward investment/economic impact</td>
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<td>8.iv Employment placements</td>
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<td>8.v Employment security</td>
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Employment practice

a) Pay all staff and faculty at least the living wage, defined as the local “living wage” (if government defines this) or the local poverty indicator for a family of four (expressed as an hourly wage)
b) Recognise unions & labour rights (freedom of association & collective bargaining) for all, including women & international staff
c) Have a policy on discrimination in the workplace (including discrimination based on religion, sexuality, gender, age) (Provide date policy created and last reviewed)
d) Have a policy commitment to no forced labour, no modern slavery and no human trafficking, and no child labour (Provide date policy created and last reviewed)
e) Have a policy on guaranteeing equivalent rights of workers if/when outsourcing activities to third parties (Provide date policy created and last reviewed)
f) Have a policy on pay scale equity including a commitment to measurement and elimination of gender pay gaps (Provide date policy created and last reviewed)
g) Measure/track pay scale gender equity
h) Have a process for employees to appeal on employee rights and/or pay
## Security of employment

**Definition:** Percentage of employees on secure contracts of over 24 months

**Data:**
- Employee numbers [headcount] (University)
- Number of employees on contracts of over 24 months (University)

**Notes:** Exclude short term contracts that are explicitly to cover maternity leave

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**Data:** Employee numbers [headcount] (University)
Number of employees on contracts of over 24 months (University)

**Notes:** Exclude short term contracts that are explicitly to cover maternity leave
Build resilient infrastructure, promote sustainable industrialization and foster innovation
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<td>9.iii</td>
<td>Spin-offs</td>
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<td>9.iv</td>
<td>Industry income</td>
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Reduce inequality within and among countries
## Metrics

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<td>10.ii</td>
<td>First generation students</td>
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<td>Outreach</td>
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<td>10.iii</td>
<td>Percent of international students from developing nations</td>
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<td>University</td>
<td>Outreach</td>
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<td>Need list of developing nations</td>
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<td>10.iv</td>
<td>Percent of students with disabilities</td>
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<tr>
<td>10.v</td>
<td>Percent of staff with disabilities</td>
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<td>10.vi</td>
<td>Access to university</td>
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Percentage of overseas students from developing nations

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<td>10.iii</td>
<td>Percent of international students from developing nations</td>
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<td>University</td>
<td>Outreach</td>
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**Objective:** identify the support provided to international students from developing nations who receive financial aid

**Definition:** Sum of international first degree students from Low income countries and Lower middle income countries (as defined by the World Bank) divided by total number of first degree students.


Nationality to be used (rather than domicile)
Percentage of overseas students from developing nations

Country Income Groups
- Low income: $1,045 or less
- Lower middle income: $1,046-$4,125
- Upper middle income: $4,126-$12,735
- High income: nonOECD: $12,736 or more
- High income: OECD: $12,736 or more

Year: 2010
Source: The World Bank Group
Access to university

a) Have an admissions policy which is non-discriminatory or which details and explains the logic for any appropriate positive discrimination policies in admissions, which is publicly posted (Provide date policy created and last reviewed)

b) Measure/track applications & admissions of underrepresented (and potentially underrepresented) groups Including ethnic minorities, low income students, non-traditional students, women, LGBT students, disabled students etc

c) Deliver programs to recruit students/staff/faculty from under-represented groups

d) Have anti-discrimination and anti-harassment policies (Provide date policy created and last reviewed)

e) Have a diversity and equality committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus

f) Provide mentoring/counselling/peer support programs to support students, staff, faculty from underrepresented groups

g) Provide cross-cultural training/awareness campaigns or education programmes
Make cities inclusive, safe, resilient and sustainable
## Metrics

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<tr>
<td>11.iii Spend on Local Arts and Heritage</td>
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<tr>
<td>11.iv Sustainable practices</td>
<td>Pick list</td>
<td>University</td>
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Sustainable practices

a) Measure and set targets for more sustainable commuting (walking, cycling or other non-motorized transport, vanpools, carpools, shuttlebus or public transportation, motorcycle, scooter or moped, or electric vehicles)
b) Undertake actions to promote the % of more sustainable commuting (e.g. provision of free or subsidised buses or shared transport schemes, provision of bicycle parking & storage facilities, provision of cycle tracks, a bicycle and pedestrian plan or policy, bicycle sharing programme, free or reduced price transit passes, car/van pool or ride sharing programme, reduced parking fees or preferential parking for carpool or vanpool users, car sharing programme, provision of electric vehicle recharging stations, preferred parking for fuel-efficient vehicles)
c) Promote or allow telecommuting or remote working for employees as a matter of policy or standard practice, and/or offer a condensed working week to reduce employee commuting
d) Provide affordable housing for employees
e) Provide affordable housing for students
f) Prioritise pedestrian access on campus
g) Work with local authorities to address planning issues/development, including ensuring that local residents are able to access affordable housing
h) Build new buildings to sustainable standards
i) Build on brownfield sites, where possible (brownfield sites are those where there has been previous, recent building)
Ensure sustainable consumption and production patterns
## Metrics

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<td>12.ii Operations</td>
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<td>12.iii Percentage of waste recycled</td>
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<td>12.iv Publication of sustainability report (with inclusions)</td>
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Take urgent action to combat climate change and its impacts
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<td>13.ii Carbon footprint</td>
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<tr>
<td>13.iii Environmental Education including Disaster Planning</td>
<td>Picklist</td>
<td>University</td>
<td>Outreach</td>
<td>Educating local people, informing and supporting local and regional government</td>
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**Objective:** understand the carbon footprint of energy use at the university

**Definition:** the proportion of energy sourced from low carbon sources

**Data sources:** Units of energy used in the last year broken down by type:
- Coal, natural gas, petrol/diesel, fuel oil, electricity (low carbon – renewable and nuclear), electricity (high carbon).

**Notes:** need to use conversion between different types of fuel to joules.

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Promote just, peaceful and inclusive societies
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<tr>
<td>16.iii Participation in local, regional and national government (and others)</td>
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<tr>
<td>16.iv Graduates in law and enforcement related courses</td>
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Revitalize the global partnership for sustainable development
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<td>17.i</td>
<td>Proportion of all SDG research with international coauthorship</td>
<td>Continuous</td>
<td>Elsevier</td>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>17.ii</td>
<td>Relationships with NGOs, Regional and National Government</td>
<td>Pick list</td>
<td>University</td>
<td>Outreach</td>
<td>May remove</td>
</tr>
<tr>
<td>17.iii</td>
<td>Publish outputs across all SDGs</td>
<td>Continuous</td>
<td>University</td>
<td>Stewardship</td>
<td>Additional points for doing so as open data</td>
</tr>
<tr>
<td>17.iv</td>
<td>Survey of influencers</td>
<td>Continuous</td>
<td>YouGov</td>
<td>Outreach</td>
<td></td>
</tr>
</tbody>
</table>
Next steps
Further work

End poverty in all its forms everywhere

End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Ensure access to water and sanitation for all

Ensure access to affordable, reliable, sustainable and modern energy for all

Conserve and sustainably use the oceans, seas and marine resources

Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss
Timetable

- Launch
- Data collection – Portal opens October-December 2018
- Calculation
- Release of first results – April 2019
- Review
Thank You

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